

# DC Model Evaluation System



Pilot Year Primer

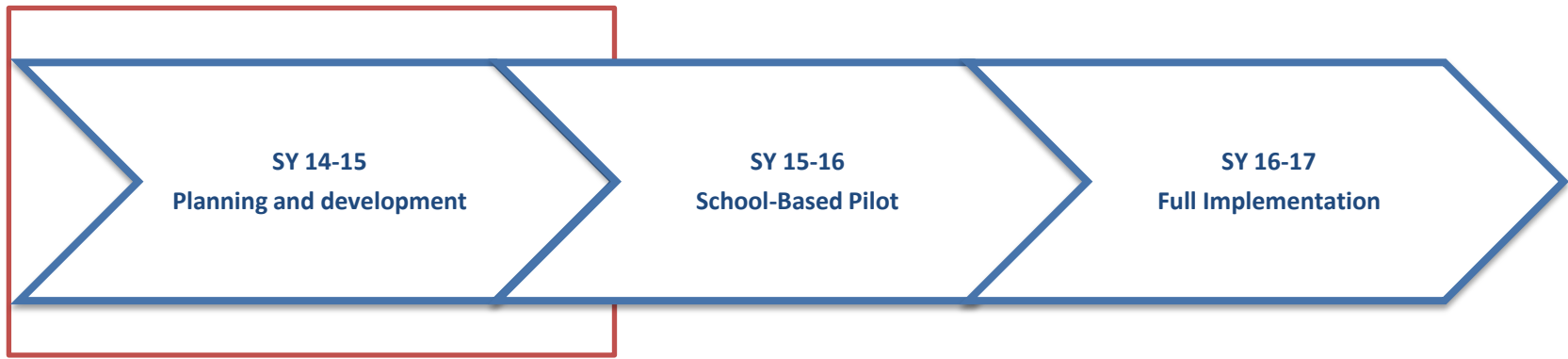
# The Beginning of the Model System

- Goal: To develop a teacher evaluation system that could be used by any DC school and:
  - Uses what works well rather than develop an OSSE “top down” mandate,
  - Maintains focus on teacher improvement and instructional improvement,
  - Values teacher expertise—particularly through the use of Student Learning Objectives (SLOs),
  - Ensures school – based autonomy and flexibility, and
  - Encourages innovation rather than stifle it.

## Theory of Action

*If.... teachers and leaders engage in a teacher evaluation system which values iterative feedback, high-quality instructional goals, rigorous expectations and teacher voice, then.... educators will be equipped with the support structures and strategies necessary to improve professional practice and increase positive student outcomes.*

# Project Timeline



## Planning Committee Participants

Thurgood Marshall Academy  
Center City Public Charter Schools  
DC Scholar Academies  
Community Academy Public Charter School  
Eagle Academy Public Charter School  
Washington Yu Ying Public Charter School  
Cedar Tree Public Charter School  
Washington Math Science Technology Public Charter High School  
Bridges Public Charter School  
Roots Public Charter School  
Sela Public Charter School  
National Collegiate Prep Public Charter High School  
IDEA Public Charter School  
Potomac Preparatory Charter School

## Planning Committee Actions

Each monthly planning committee meeting included a presentation highlighting new aspects of the evaluation system and a deliberative feedback session.

The primary goal of each meeting was to create a set of procedures and tools for use in the DC model teacher evaluation system.

# Design Expectations

#1

- Outlines expectations for excellent teaching, notably the knowledge, skills , and behaviors essential to improve practice and raise student achievement.

#2

- Provides the tools and training materials necessary to realize rigorous instructional expectations.

#3

- Utilizes SLOs as a collaborative, high-impact tool to measure student growth as part of a teacher evaluation.

#4

- Develops teacher observation materials which emphasize regular, iterative, and high-yield feedback.

#5

- Enables school administrators to accurately assess the performance of their teaching staff and provide support to improve teacher performance.

#6

- Provides operational protocols which result in clear, fair, and feasible application of the teacher evaluation process.

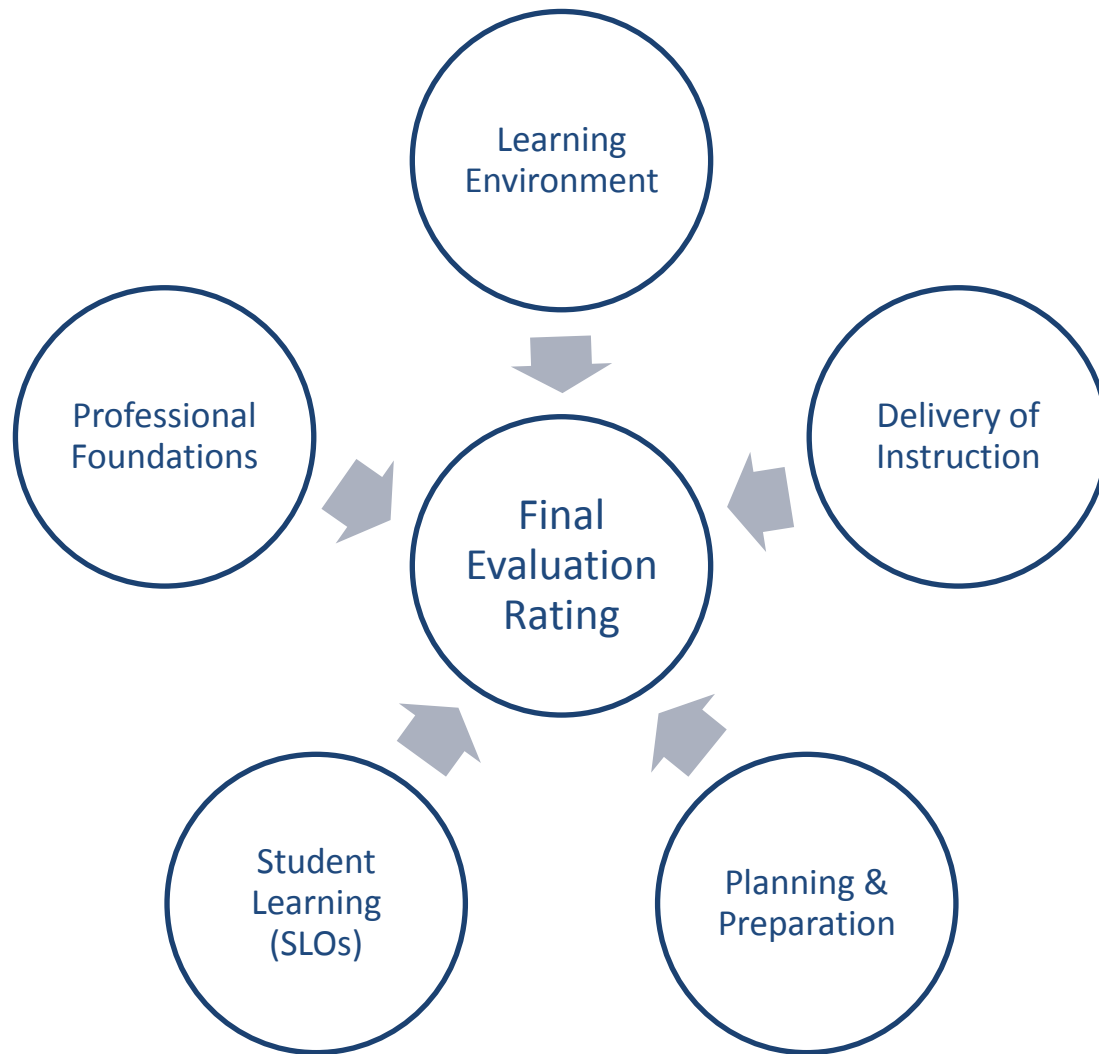
#7

- Aligns the expectations for excellent teaching with the Common Core State Standards (CCSS) and corresponding PARCC assessment.

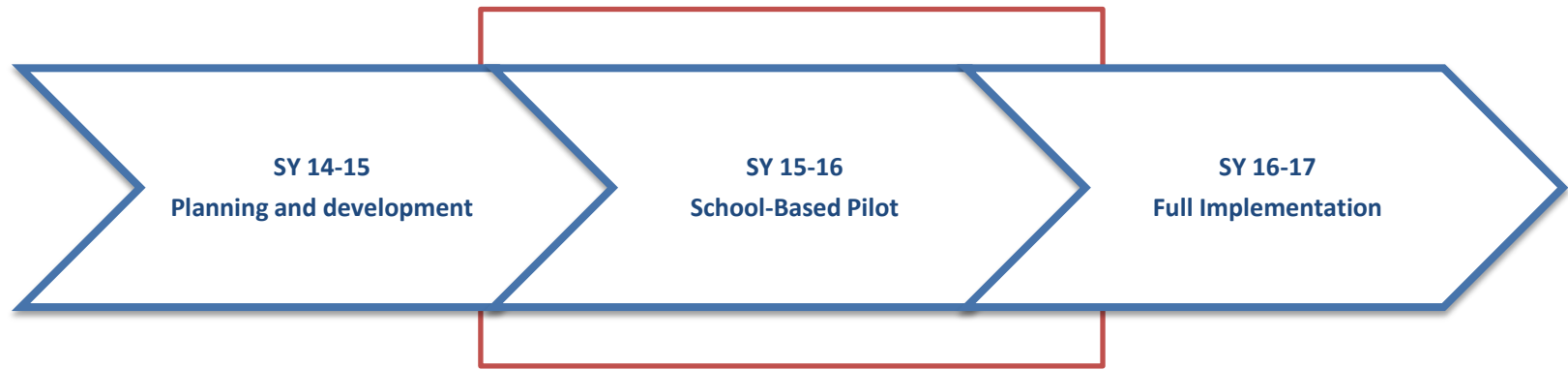
#8

- Utilizes a community of practice of school-based teacher evaluation experts to rigorously examine and forge a consensus regarding evaluation materials.

# The Components of DC's Model Evaluation System



# Project Timeline





# Next Steps: Join the Pilot

## Research Goals

- Feedback from the pilot will inform improvements to the evaluation system.
- Data analysis from the pilot will yield information about school performance and the effectiveness of the system's measures.

Relevant,  
High-Impact  
Evaluation  
Tools

## Implementation Goals

- Professional development and collaborative work groups over the course of the pilot year will build capacity at the school level to improve educator evaluation and support.
- The process, procedures, and requirements of the pilot year will help to support school – level implementation.

Building a  
Culture of  
Instructional  
Improvement

# Monthly Learning Community Topics

The Professional Learning Community (PLC) of LEA Participants will engage in the following topics:

- Observation Practices and Instructional Feedback
- SLOs
- Data Analysis
- Inter-rater Reliability/Norming Expectations
- Defining Expectations for Teachers
- Evaluating the model system

# Participation Requirements

- Adopt the DC Model Evaluation Framework, which includes (a) implementing all of the protocols, (b) meeting all requirements, (c) following the recommended timelines, and (d) doing so in the spirit with which the model was designed
- Participate in norming trainings on the Model Evaluation Rubric including attendance at a weeklong LEA Summer Institute and all monthly LEA sessions over the course of the 2015 – 2016 school year. Monthly sessions will be held in-person for 2-3 hours and require active participation.
- Complete pre-session/post-session work, including the timely submission of surveys and responses to inquiries from OSSE. Pre-session/post-session work will require a time commitment of approximately 1-2 hours per month.

# Summer Institute

The Summer Institute will be held at OSSE from **July 20<sup>th</sup>-July 24<sup>th</sup>**. Prospective participants may sign-up by **July 6<sup>th</sup>**. LEAs that sign-up after the 6<sup>th</sup> will be considered on a first come, first served basis.

The Summer Institute will include:

- Introduction to using the system
- Overview of each of the tools and recommended usage
- Sessions on norming/training for the usage of the tools
- Development of customized implementation training

\*

# Data Collection Requirements

- Teacher observation scores (names redacted, number TBD) with basic information about the teacher, including grade level and subject
- Sampling of completed SLOs and notes/evidence of 3 checkpoints over the course of the year (beginning of year check in, mid-year check in, final check in)
- Summative evaluation ratings across all evaluative domains
- Surveys to collect data about the user experience from the evaluator and the teacher perspective at each data collection step

# LEA Flexibility

Each LEA will create their own implementation plan during the summer institute. This customized plan can reflect the following flexibility:

- Additional tools/procedures
- Supplements to the framework
- Smaller sample sizes (i.e., one campus, cohort of teachers)

# Incentives-Benefits

- \$10,000 grant for each LEA
- Turnkey resources and implementation support
- Access to an online platform discounted partially through OSSE funding
- To sign-up please contact David Hendrie directly at [david.hendrie@dc.gov](mailto:david.hendrie@dc.gov)